



# Blyton cum Laughton Church of England Primary School Policy for Special Educational Needs and Disabilities

Monitoring responsibility	K Duke (Headteacher)
Date ratified	February 2022
Head teacher's signature	
Chair of Governor's signature	
Review date	July 2025

## **1. Policy Statement**

Our school intends to provide equal opportunities for all pupils irrespective of gender, ethnic origin, religion, age, physical ability or academic ability. Every child has an entitlement to the full curriculum and the needs of each individual child are recognised and met using a variety of approaches and differentiated teaching, in partnership with parents and other professionals.

## **2. Definition of the term “Special Educational Needs and Disabilities”**

“A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

It is estimated that 20% of pupils may experience learning difficulties at some point during their education. These difficulties may be short term or long term and may include one or more of the following areas: intellectual, physical, sensory, social, emotional, behavioural, speech or language.

Most children with special educational needs will not be disabled under the terms of the Disability Discrimination Act 1995 which defines a disabled person as one who has a physical or mental impairment which has substantial and long term effects on a person’s ability to carry out normal day to day activities. A significant proportion of those who are disabled will have special educational needs (see circular 20/99)

### Philosophy

#### **(i) School’s Educational Philosophy**

To provide a learning environment in which each child will work towards academic, physical and social goals. Each child will be allowed to develop individually in a structured, happy and supportive manner. The role of the school will be to provide positive support for that development with equal opportunity for all to work to their full potential.

#### **(ii) The Objectives for Pupils with Special Educational Needs**

To develop an inclusive curriculum and thereby reduce that need for aspects of the National Curriculum to be displayed for a pupil by applying the following three principles as set out in the 1999 DfEE National Curriculum for England document:

1. Setting suitable learning challenges
2. Responding to pupil’s diverse learning needs
3. Overcoming potential barriers to learning and assessment for individual and groups of pupils

To demonstrate differentiation and varying approaches relevant to the needs of each child.

To meet the child’s needs within mainstream schooling alongside peers, taking into account the parents wishes as far as is appropriate.

To improve learning and raise the standards of achievements.

### Aims

To ensure that the procedures within the school conform to the relevant Codes of Practice.

## Objectives

- To identify as early as possible children who are failing to make satisfactory progress.
- To seek the view of the child and take these into account.
- To maintain records which outline the child's needs, assessments and progress.
- To provide, monitor and review programmes to meet that need.
- To ensure liaison between all concerned parties: parents, school staff, governors and outside agencies.
- To utilise staff expertise and resources to provide the opportunity for staff development.
- To maintain and increase awareness of planning for special needs with regard to differentiation and access.
- To seek additional resources, both material and physical, as may be necessary to meet individual needs. This may include in class support or which specialised teaching is required withdrawal away from the main classroom.

## **3. Roles and Responsibilities**

### **3.1 The Board of Governors**

- will, in co-operation with the head teacher, determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work
- will appoint a member of the Governing Body to take a particular interest in and closely monitor the school's work on behalf of children with SEND
- will report to parents annually on the school's policy on SEND

The day-to-day management of the above duties have been delegated to the head teacher and the SENDCo.

### **3.2 The Headteacher**

- is responsible for the day-to-day management of all aspects of the school's work, including provision for children with SEND
- will keep the Governing Body fully informed and work closely with the SENDCo.
- will ensure that pupils who have an Educational Health Care Plan (EHCP) will have an annual review
- will consider referring children to the LEA for statutory assessment

- may give special direction, either modifying, or disapplying the National Curriculum, for a period of up to six months

### 3.3 The SENDCo

The SENDCo is responsible for:-

- Ensuring the school's Local Offer is up-to-date and available on the school's website
- the day to day operation of the school's SEND policy
- liaising with and advising teachers
- co-ordinating provision for pupils with SEND
- updating and overseeing the records on all pupils with SEND
- liaising with curriculum co-ordinators
- liaising with parents (if requested by class teacher)
- liaising with external agencies, including the educational psychology services and other support agencies
- liaising with other mainstream/special schools
- collecting suitable, high quality resources and informing colleagues about the range of materials available in and out of school
- attending relevant courses and relating information back to the staff
- meeting individual class teachers to discuss pupils with SEND.
- should be closely involved with the strategic development of the SEN Policy and provision

### 3.4 The Teaching Staff

Each teacher is responsible for:

- identifying, as early as possible, the children with SEND;
- consulting SENDCo (who will contact, if necessary, external support agencies) when setting up SEND Support Targets;
- informing parents of concerns;
- updating records as and when necessary;
- being supportive towards families;

- organising the classroom to take account of children with SEND;
- differentiating tasks, when possible, to allow maximum access to the curriculum for the individual;
- providing a variety of teaching methods and approaches, when appropriate.

### 3.5 Teaching Assistants (TA)

In the school, there are a number of teaching assistants who work alongside the teachers and pupils. Some teachers may use the TA's to support individual or groups of children in the classroom. It is generally the decision of the teacher on how to use the allocated TA time.

Some TA's work specifically with children who have EHCs. These particular TA's have their roles more defined under the terms written in the EHC.

### 3.6 External Support Agencies

The school will contact the appropriate external support agency when necessary. These may include:-

STT, LTLC, EP, Sensory Impaired Service, Speech and Language Therapist, Physiotherapist and Occupational Therapist.

They may be required to:-

- assess individual children's needs when requested by a teacher or the SENDCo;
- make a written report on the individual's difficulties, needs and targets;
- suggest strategies that could be used to help overcome the said difficulties;
- be involved in some staff training programmes.

### 3.7 Parents

As a school, we aim to create a positive and effective partnership with all our parents.

For children who have SEND, we feel this relationship is crucial as a child's educational progress will be most effective if there is support at home and parental involvement in the education process. Parents should be fully involved in the school based response for their child, understand the purpose of any intervention or programme of action, and be told about the parent partnership service when SEND are identified. Schools must tell parents when they first identify that a child has SEND.

We recognise that:-

- parents are a child's first educators and we value this influence

- development can be enhanced by close co-operation between parents and teachers, home and school
- parents have a unique view of their child
- parents have statutory rights regarding information about their child's progress and achievements at school
- parents' different lifestyles and cultures should be respected.

We aim to develop a supportive partnership with parents by:-

- informing them sensitively of any concerns as soon as possible and taking account of their feelings and wishes
- including them in any assessment undertaken with the child, so that any knowledge can be part of the assessment
- helping them support any work that is taken home
- working with them on strategies that may reinforce work being done at school i.e. behaviour strategies
- keeping them informed about their child's educational progress and any other concerns

Parents also have a responsibility to communicate with the school to support their child's education. In working with the school they should:-

- Communicate regularly with the school to alert them to any concerns they have about their child's learning or provision
- Fulfil their obligations under the Home School Agreements which set out expectations of both sides.

#### Contacting Parents

Parents will be informed by the class teacher if there are any concerns. If this cannot be done verbally then a letter will be sent to ask the parents to come into school to discuss their child's progress. If any parents have a complaint, then the procedure is explained in the school prospectus and on the school's website.

### 3.8 Pupils

We feel that any educational progress needs a three-way partnership to be effective. This involves; the school, the parents and the children. We aim to positively involve the children in their learning process by:-

- listening to their views and opinions about their learning
- discussing the purpose of the assessments and learning programmes
- encouraging them to participate, and make decisions about the provision for their learning. (This will hopefully make them take more responsibility

for both their learning and their progress

We hope that all the above conditions will help improve a child's self-esteem and confidence.

#### **4. Objectives for pupils with SEN**

All children should be involved in making decisions where possible about their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity.

The main objective for our pupils is to provide maximum access to the curriculum. We hope to achieve this by:-

- identifying children who are experiencing difficulties as early as possible
- acknowledging what they DO KNOW, but also assessing their needs
- developing (with help from external agencies) a prescriptive and individual education plan, which is on-going and revised to meet the needs of the child most effectively
- It should be ensured that where SEND Support Targets are in place that the child is involved at an appropriate level.

#### **5. Assessment**

The National Curriculum requires us to monitor their achievements against each attainment target. It may be necessary to try and break down some attainment targets into smaller steps in order to structure the child's work, so as to provide a series of intermediate goals. These small steps will be recorded on the appropriate review sheet and SEND Support Targets, thus providing a record of achievement and continual assessment for the individual child.

Pupils will be involved in assessment and decision-making. The school needs to:-

- explain clearly what additional support or assessment arrangements are being made, and how the pupil can contribute to them
- help the pupil to understand the agreed outcomes of any intervention and how they can be a partner in working towards their goal
- recognise the potential stress of assessment and review arrangements and do their best to ensure that the child understands the role of the professionals who may be involved

#### **6. Identification**

It is the responsibility of each teacher to identify children who may have SEND, within their own class. (Unless the child has been previously identified). The teacher's own professional judgement will be the main instigator to the identification, but he or she will also take into account:-

- the concerns of parents;
- triggers – 2 steps below age appropriate level

- teacher assessments which take place every term in the core subjects
- reading age 18 months or more below chronological age
- any previous records, that may be relevant
- S.A.T.'s results

Once identified, the teacher (who may wish to consult other members of staff at this stage), will make his or her concerns known to the SENDCo and to the parents. The teacher will also make a written note which will be included in the child's file.

## **7. Monitoring – The 'Assess, Plan, Do, Review' Approach**

Once a concern about a child has been expressed, then the class teacher will liaise with the SENDCo and contact the child's parents.

At this stage, the child is added to the SEND Support list and will work within a normal classroom setting, with differentiated work. The class teacher will monitor and review the child's progress, including the child and relevant adults.

Reviews will be carried out termly as part of the Assess, Plan, Do Review cycle.

If the child makes progress, then he/she may remain on SEND Support or be returned to normal class work.

If after a period of time the child is still experiencing difficulty, then a review will be called that will include the pupil, the parents, the class teacher and the SENDCo.

If the decision to invite outside agency support is agreed upon, then the SENDCo will contact the relevant external agency.

At each stage a record of the reviews will need to be kept on the School Review form.

If it is thought necessary for the child to see an Educational Psychologist, the SENDCo, in consultation with the parents, the relevant external agencies, the headteacher and class teacher will make the necessary arrangements.

Most external agencies will assess the child and make recommendations as to what strategies and targets can be developed.

By the time the Headteacher considers asking for statutory assessment of a child's special educational needs, the school should be able to provide written evidence of or information about:-

- the school's action through SEND Support
- SEND Support Targets for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum levels



- attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals
- any involvement by the social services or education welfare service.

The school will endeavour to keep parents and pupils fully involved as equal partners throughout the process.

## **8. Record Keeping**

The SEND Support Targets, provision mapping Review Sheets and SN1 (Gold sheets) will form a detailed record of progression and continual evaluation of needs.

Any information about the child that is thought to be important for meeting his or her needs, such as:-

- letters concerning reviews
- letters to parents
- observation notes

Any other relevant documentation will be kept in a file held by the SENDCo in a filing cabinet situated in the Leadership office. These files will be kept in a locked cabinet but will be accessible to all staff and information provided to supply teachers.

The 'Gold' sheets at the front of the child's records must be used for recording brief details of action taken or visits made by parents, external agencies etc. Each entry will be clearly dated and, wherever possible, endorsed by the signatures of those involved e.g. agency, member of school staff, E.P. or parent.

## **9. Review Procedures**

A review date will be set at the onset of each Action Plan/Programme. On the stated dates the class teacher, SENDCo and any other people who need to be involved e.g. parents, STT, Speech Therapist etc. will meet to evaluate progress and determine the next course of action.

The Headteacher and SENDCo will organise annual reviews for the children who have an EHCP, drawing on parents, pupils and all appropriate agencies for their contributions about the child's progress. The annual review informs the LEA of the child's progress and reviews effectiveness and suitability of the provision.

## **10. Providing for Special Needs for each part of the curriculum**

It is the responsibility of every teacher to ensure that provision and access to the curriculum is made in each subject. It may also be necessary to discuss such aspects, as resources, differentiation, etc, with the relevant subject leaders.

## **11. Curriculum Planning**

It is the responsibility of each teacher to ensure that content and teaching and learning styles are appropriate to pupil's individual needs across the curriculum, taking into consideration pupil strengths and weaknesses.

Planning using the National Curriculum programmes of study will allow a teacher to decide upon the most suitable tasks, activities, concepts and skills for that child, as well as providing progression through the attainment targets of the National Curriculum.

## **12. Teaching Strategies**

Pupils learn best when they feel valued and their achievements are recognised. Within the class there will be a wide range of ability and experience. This calls for a flexible approach, in order to provide success and a challenge for all of them.

A variety of teaching strategies and styles will be used in order to alleviate some of the difficulties that some children face, and ensure that all pupils have access to the different areas of the curriculum.

These will include:-

- differentiation of work
- class teaching/whole group access
- small group work
- paired/shared work
- pupil/teacher partnerships
- resource-led learning
- careful analysis of learning tasks

Staff are aware that the following areas must be taken into consideration when planning a scheme:-

- a clear set of aims and objectives shared with the children for the circular area in question
- the need to adopt/modify aspects of the curriculum
- the need to adopt/modify resources and materials
- appropriateness of teaching styles
- pace of teaching and learning
- breadth and balance of the curriculum

## **13. Pupil Learning**

Within the class, there will be a variety of learning styles. These include:-

- paired/shared learning experiences
- free choice of groupings
- full access through computers and programmes
- successful learning
- feedback from learning and awareness of targets for progress
- celebrating success (positive reinforcement)

#### **14. The Learning Environment**

The environment of the school and classroom will be such as to make learning exciting. It will help those who need extra encouragement and stimulus. It will include:-

- an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive;
- classroom layout and appearance which will stimulate pupil/teacher interaction and adjust according to curricular needs;
- flexible groupings of pupils;
- co-operative learning among pupils;
- access to specialist advice through external agencies;
- continuous communication with parents and mutual parent-teacher support.
- use of accelerated and effective learning techniques

We are aware that a stimulating environment is not always appropriate for some children.

#### **15. Working with other schools**

The SENDCo will liaise with feeder infant and nursery schools concerning the transfer of SEND children to make their transition as smooth as possible.

The SENDCo will liaise with the local secondary schools in matters concerning the transfer of year 6 SEND children from Key Stage 2 to Key Stage 3. It is hoped that these meetings will help the transition be smooth, and, in some cases, less traumatic for these children.

#### **16. Working with external agencies**

Although most of the children's programmes are implemented by the class teacher, there is also opportunity to have further support from a variety of agencies for both teachers and pupils.

These include:

- The Specialist Teaching Team
- The Education Psychology Service
- The Education Welfare Service
- Lincoln Teaching and Learning Centre
- The Health Service
- Social Services
- Diagnostic and Assessment Units
- Social Communication Outreach Service
- Speech and Language Therapy
- Sensory Impaired Service
- Voluntary Support Services e.g. The Dyslexia Association
- Curriculum and Monitoring Branch.
- English as an Acquired Language

## **17. Whole School Planning**

Co-operative curriculum planning will ensure that all teachers have access to support and advice on effective teaching and learning. This will ensure that each child's needs are met throughout the curriculum.

## **18. Staff Development**

In order to develop staff awareness and expertise in the area of special needs, the SENDCo will:-

- organise staff meetings particularly for SEND issues;
- attend relevant courses in order to inform staff.

## **19. Conclusion**

We realise that the special needs policy document will have to be regularly reviewed and evaluated in the light of any

This will be undertaken on an annual basis by the SENDCo in consultation with the Governors and Headteacher and based on government or local authority change.

## **20. Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-

25 (June 2014) 3.65 and had been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (June 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions – April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012